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ABSTRACT

The Sex Equity Workshops for Adult Education Teachers Project was designed to provide eight training sessions for part-time and full-time instructors of adult education in Jefferson County, Kentucky. The project, which was funded through the Carl D. Perkins Vocational Act, was intended to help staff examine their own personal attitudes about sex roles, heighten awareness of the harmful effects of sexism in the classroom, encourage all staff to meet nontraditional role models, provide teachers with information and skills to recognize sex bias and stereotyping in the classroom, and present suggestions and strategies for working with adult students in a nonsexist manner. Each of the eight workshops was taught by a coordinator and was two and one-half hours long. Each workshop included 30 minutes of teaching techniques and suggestions for working with adult learners, and the rest of each session consisted of a pretest, group discussion, attitude survey, presentation of information about sex fairness in the adult classroom, a group activity to help participants learn to evaluate written material for sex-fair language, and a participant evaluation. The workshops ended with a posttest and evaluation of the presentation and content. (Attachments to the project report include a list of do's and don'ts on attempting to effect changes in schools, project-related correspondence, data on workshop attendance and outcomes, a workshop evaluation form, a guide to bias-free language, a gender communications quiz, and a sex role attitudes survey.) (MN)

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FINAL PROJECT REPORT

SEX EQUITY WORKSHOPS FOR ADULT EDUCATION TEACHERS

September, 1985 to June 30, 1986

Jefferson County Public Schools Adult Education
4409 Preston Highway
Louisville, Kentucky 40213

Project Director: Jeannie Heatherly/Tom Hale
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SEX EQUITY WORKSHOPS FOR ADULT EDUCATION TEACHERS

Jefferson County Public Schools Adult Education Program is the major deliverer of adult education services in Louisville/Jefferson County, Kentucky. Programs range from basic education, vocational education, personal skill building, leisure learning, and homemaking skills, and serve approximately 30,000 adults annually from both the general public and target populations.

The Sex Equity Workshops for Adult Education Teachers Project was designed to provide eight training sessions for part-time and full-time instructors of adult education in Jefferson County Kentucky. In the Jefferson County Adult Education program, 80% of the part-time teachers are non-certified, but have expertise in their subject area, such as computers, ballroom dancing, oil painting, drafting, and real estate. The project, which originated from the known importance of the educator's attitudes in creating a sex-fair environment for participants in the adult classroom, was funded through the Carl Perkins Vocational Act. Since sex stereotyping is known to be limiting for both males and females, this training will make it possible for participants in the adult education program in Jefferson County to experience a more complete range of possibilities in leisure learning, vocational training, and homemaking skills.

Five objectives were established for the project:

1. To help the staff examine their own personal attitudes and stereotypes about sex roles

2. To heighten awareness of the harmful effects of sexism in the classroom

3. To allow the staff to meet non-traditional role role models

4. To provide teachers with information and skills to recognize sex bias and stereotyping in classroom activities and materials and

5. To present clear suggestions and strategies for working with adult students in a non-sexist manner.

Each of the eight workshops was taught by a coordinator and was two and one-half hours in length. Each workshop was open to 30 teachers and enrollment was done using a letter which included a choice of dates. Teachers were offered a stipend to attend and registration was accepted on a first-come-first-served basis. Attendance was voluntary; it was not considered part of the teaching responsibility. An effort was made to select workshop sites in various areas of the community based on convenience and participant accessibility. Several workshops were planned one week prior to each of the three sessions of adult education classes.

Workshop content included thirty minutes of teaching techniques and suggestions for working with the adult learner which was presented by an experienced adult educator. Participants were given hand-out sheets discussing suggestions for handling classroom problems and outlining ten ways to avoid problems in the adult classroom. The rest of the workshop was conducted by the workshop coordinator and included: a pretest, an attitude survey, information about sex-fair treatment in the adult classroom, a group activity to help participants learn to evaluate written material for sex-fair language, group discussion, textbook examination, a post-test, and a participant evaluation. This portion of the workshop began with the Gender Communications Quiz published by the Mid-Atlantic Center for Sex Equity. The answers to this pre-test were interspersed throughout the workshop.

After the pre-test, participants were asked to identify adjectives which are generally used in describing males and females. These were listed on a flip chart and differences were discussed.

An historical account of sex-role stereotyping was presented. Images of women as weak, whining, and excitable creatures and men as logical, tough, and aggressive have had a long history in our civilization. Influences of the family, the media, and classical literature on our expectations for males and females were discussed.

After the group discussion, the participants were given an attitude survey about sex role expectations. They were asked to answer honestly and were told that the answers were only for their information.

The survey was followed by a presentation about the female and male mystique which provided descriptions of characteristics and qualities often attributed to each sex. Changing roles of males and females in today's society were discussed and examples were given regarding the influences these roles could have on classroom settings. Participants were asked to give examples of situations in the classroom

setting where sex role expectations might cause the teacher or students to feel uncomfortable and strategies to avoid or handle possible problems were outlined.

Statistics and facts from recent studies were given to show how males and females have traditionally experienced sexual bias in the classroom. The use of sex-fair language and humor were discussed.

Participants were then given textbooks used in adult education classes and a Textbook Bias Identification checklist developed by the University of Miami and the University of Tennessee. They were asked to assess textbooks according to sex-role and racial stereotyping. Participants worked in small groups and each group reported its findings.

The importance of sex-fair classroom materials was discussed. The following components of a sex-fair classroom were identified:

* Materials are free from bias; there are examples of males and females in non-traditional careers and an equal number of pictures and/or illustrations of males and females.

* All students are expected to do the same amount and same kind of work.

* All students have equal opportunities to do their tasks.

* Both males and females are taken seriously.

* Language is non-sexist; "he/she" is substituted for "he".

* Males and females are called on equally.

* Eye contact is the same for both sexes.

* Both men and women are asked challenging and thinking kinds of questions.

* Both men and women are given credit for their comments.

* Women's career aspirations are taken seriously.

* Neither men nor women are interrupted by faculty or other students.

* Sexist humor is avoided.

* Males and females are treated similarly with regard to

standards for dress and appearance, evaluation of academic/lab performance and application of classroom rules and privileges.

* Both sexes are encouraged for their strengths and assets.

* Expectations are the same for male and female students.

The workshop ended with a post-test and evaluation of the presentation and content.

BUDGET

Allocated Amount:	**Personnel**	10,113.00
	Operating	2,358.00
	Total	12,471.00
Expended Amount:	**Personnel**	8,105.44
	Operating	2,357.92
	Total	10,463.36
Surplus:		2,007.64

JUL 23 1986

F.Y.I. from Marie

Change: What to Assume

Most of what school administrators do requires change. Below are some do's and don'ts for those who attempt to change schools:

1. Do not assume that your idea of what the change should be is the one that should or will be implemented. On the contrary, assume that you will exchange your reality of what should be through interaction with others.

2. Assume that any significant innovation, if it is to result in change, requires individuals to work out their own meaning. Significant change involves a certain amount of ambiguity, ambivalence, and uncertainty. Thus, effective implementation is a process of clarification.

3. Assume that conflict and disagreement are not only inevitable but fundamental to successful change. Since any group of people possess multiple realities, any collective change attempt will necessarily involve conflict.

4. Assume that some people need pressure to change (even in directions which they desire), but it will only be effective under conditions which allow them to react, to form their own positions, to interact with others, and to obtain technical assistance, etc.

5. Assume that effective change takes time. It is a process of "development in use." Unrealistic or undefined time-lines fail to recognize that implementation occurs developmentally. Expect significant change to take a minimum of two or three years.

6. Do not assume that the reason for lack of implementation is laziness or hard-core resistance to all change. Assume that there are a number of possible reasons: value rejection, inadequate resources to support implementation, fear of failure, etc.

7. Do not expect all or even most people or groups to change immediately. The complexity of change is such that it is totally impossible to bring about widespread reform in any large social system. Progress occurs slowly.

8. Assume that you will need a sound plan which addresses the factors known to affect change. Knowledge of the change process is essential. Careful planning is a must.

9. Assume that no amount of knowledge will ever make it totally clear what action should be taken. Action decisions are a combination of valid knowledge, political considerations, on-the-spot decisions, and intuition. Better knowledge of the change process will improve the mix of resources on which we draw, but there is a great deal of serendipity involved.

10. Assume that change is frustrating, discouraging business. Patience and persistence pay off.

DEVELOPING A VISION

A vision is a mental picture of what you want your school or program to be. Some of the factors which make up that vision include:

- o What you would like the physical appearance of the area to be.
- o How students, teachers, and administrators interact.
- o The important things that are happening over which the school has control.
- o The major focus of the program.
- o The role that the program plays in the community.
- o The extent to which parents and others are involved.

To develop a clear vision, we must carefully analyze three things:

<u>The Past - Where have we been?</u>

- o What has worked and not worked?
- o What traditions have there been?
- o How has the program been viewed?
- o What has the program's mission been?

<u>The Present - Where are we now?</u>

- o Do we have a mission?
- o What is working and not working?
- o How are students and staff feeling?
- o What do people want?
- o How well are we doing?
- o How is the leadership?

<u>The Future - Where do we want to be in the near future?</u>

- o What will our mission be?
- o What should our students be learning?
- o How should learning take place?
- o What will teachers do?
- o What leadership will be needed?

Adult Basic Education, Adult [illegible] Advertising for the Small Business, Aerobics, Algebra, Antiques, Assertive Train
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Ballroom Dancing, Banjo, Basic Typing Training, Bass Fishing, Bike Maintenance, Blueprint Reading, Bookkeeping, Bread Ma
Career Development, Calligraphy, Cake Decorating, Caring Connection, Carpentry, Cashier Checker, Catering, Chair Caning,
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Some of these

JUL 23 1986

TO: Bettie Tipton

FROM: Jeannie Heatherly J.H.

RE: Attachments for Annual Report

DATE: July 21, 1986

Please find enclosed the attachments for the Sex Equity Workshops for Adult Education Teachers annual report.

JH/ss

cc: Tom Hale
Janet Steffens Harvey

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Data indicating attendance, pre-test scores, post-test scores, score ranges, score averages, median improvement, and average improvement for each workshop are shown in the following table.

Workshop Number	Number Attended	Percentage of Improvement	Median Improved Score	Ranges of Responses: Pre-test	Ranges of Responses: Post-test	Average: Pre-test	Average: Post-te
1	10	71.3%	18	8 to 14	15 to 19	10.9	17.6
2	20	46%	14	6 to 14	9 to 19	9.9	14
3	28	55.5%	15	6 to 14	8 to 18	10.5	15.2
4	29	86%	16	3 to 14	7 to 19	9.5	15.4
5	20	52.4%	14	6 to 16	11 to 18	9.4	14
6	12	47%	15	8 to 13	9 to 20	10.1	15.2
7	13	38.5%	14	7 to 13	9 to 17	10.4	13.8
8	14	46%	15	7 to 12	9 to 20	10	15.2
Totals:	146	55.3%	15	3 to 16	7 to 20	10	15

EVALUATION FORM

WORKSHOP TITLE Teaching Techniques and Sex Equity for Adult Learners

DATE _____

LOCATION _____

INSTRUCTOR _____

	PLEASE CIRCLE THE APPROPRIATE # (LOW → HIGH)					
1. Was the information presented in the workshop what you had expected?	1	2	3	4	5	N/A
2. Do you feel you can use the information from the workshop in working with your adult classes?	1	2	3	4	5	N/A
3. Were the handouts you were given useful to you?						
Speaker #1	1	2	3	4	5	N/A
Speaker #2	1	2	3	4	5	N/A
4. Did the goals stated at the start of the workshop match with the material presented in the workshop?						
Speaker #1	1	2	3	4	5	N/A
Speaker #2	1	2	3	4	5	N/A
5. Were the speakers well prepared?						
Speaker #1	1	2	3	4	5	N/A
Speaker #2	1	2	3	4	5	N/A
6. What is your overall evaluation of the workshop?	1	2	3	4	5	N/A

SUGGESTIONS AND COMMENTS: _____

_____

_____

_____

_____

_____

Judy E. Pickens, Seattle, WA

COMMUNICATION

TERMS OF EQUALITY: A GUIDE TO BIAS-FREE LANGUAGE

The English language is a land mine — it is filled with terms that are easily misinterpreted as derogatory and others that are blatantly insulting.

At a time when discrimination suits are common and efforts to end discrimination are almost universal, business has a responsibility to avoid slurs, whether intentional or not.

Being fair and objective is not enough; employers must also *appear* to be so.

Misuse of terms is not difficult, particularly at a time when the language is changing rapidly to keep pace with social attitudes. Misuse of terms, which may be perceived as bias, often surfaces during the annual performance appraisal.

Just what is "bias"? It is a pre-judgment toward another person or group based on something other than fact. Although a bias may be positive, we most often use the word to identify negative factors.

Bias is common. Most of us express it at one time or another, and those who claim they don't probably haven't looked at themselves closely enough.

A traumatic experience involving someone of another race, a parent's dinner-table comments about another religion, or episodes in the workplace can spark the formation of a bias.

Each additional instance gives the bias substance until it becomes part of our automatic emotional reaction to certain persons or groups.

Federal, state, and municipal laws protect employees from bias based on several characteristics.

Depending on your locale, they include race, color, religion, sex, disability (when not valid), age (40-70), national origin, sexual orientation, marital status, family responsibilities, political affiliation, appearance, veteran status, pregnancy, medical condition, arrest or conviction record, credit record, and education level (when not valid).

These are what might be called severe biases. Others are not addressed in laws but can be just as limiting. In the course of doing workshops for management groups on this subject, I have accumulated a lengthy list of personal characteristics that trigger a negative disposition toward a person or group.

The spectrum is broad, from overweight people to smokers to religious fundamentalists.

A lot of emotional baggage is at work in any given office. The manager's task is to keep that baggage out of relations with employees, especially during the performance appraisal.

The challenge is to match written and oral appraisals so that what we wri for the record corresponds with what w say to the employee.

How we avoid bias in written and spoken language is a matter of replacin limiting or insensitive habits with positive alternatives.

Few people set out to affront; we simply don't think about the words we use until they are challenged. Therefon we must know what the alternatives are

The following guidelines and specific suggestions should help.

Everyone Is Subject to Bias

We all like to be included — and t be included in a positive light. For many years, *man* was an accepted word to identify both sexes. As women assert their right to be included, it is no longer acceptable.

Instead of *man* or *mankind*, use *man and woman*, *humanity* or *humankind*. Instead of *man-hours*, use *working hours*, *staff hours*, or a specific choice, such as *clerical hours*.

Chairman is appropriate if the person is male, *chairwoman* if female, and *chairpeople* if the group is mixed. More common words that are inclusive alternatives are *presiding officer*, *leader*, or *moderator*.

Similarly, "woman" words (though not as prevalent in English as in other languages) don't recognize both sexes. *Cleaning woman*, for example, becomes *cleaner* or *custodian*, thus avoiding inextricably linking the job to sex.

For this same reason, such job titles as *foreman* are being changed to *lead*, *supervisor*, or some other neutral choice. Even the once-familiar *flagman ahead* sign on the highway is giving way to

flagger ahead.

Just as *man* has historically been used to refer to both sexes, *he* has been the pronoun form ("Each employee's work is evaluated on his anniversary date"). Alternatives that include both sexes are as follows:

- Eliminate the pronoun ("Work is evaluated on the employee's anniversary date").
- Make the pronoun plural ("Employees are evaluated on their anniversary dates").
- Substitute *you* or *one* ("You are evaluated on your anniversary date").
- Alternate male and female pronouns ("Each employee's work is evaluated on his or her anniversary date"); in the next instance, use "her or his."

There are also many inclusive ways to address a business letter. When the sex of the person being addressed is unknown, the importance of the correspondence may justify calling first to find out.

If not, simply space down three from the inside address and start, eliminating a salutation. A variation on this choice is to use a combination letter/memo format that replaces the salutation with the subject of the letter (RE: Fall Conference).

If you wish to use a salutation, select a formal one that is neutral (To Whom It May Concern) or an informal, neutral one (Greetings).

As a manager, choose words sensitive to sexual maturity, even if an individual employee does not ("I'm just one of the girls"). Males in our culture become *young men* or *men* and females become *young women* or *women* at age 18.

Older people should not be referred to as *dear, spry,* and *old lady.* Alternatives that aren't demaning include *active, older woman,* and *senior citizen.*

Also recognize maturity when deciding whether or not to use someone's first name. Particularly when dealing with the public, be sensitve to the fact that a person may not wish to be on a first-name basis with a total stranger (especially if that person is older than you).

Don't presume that it's Bob instead of Mr. Jones or Sara instead of Ms. Brown. Switch to first names only if invited to do so.

When choosing words related to sexual orientation, be aware that *sexual orientation* and *sexual preference* don't have the same connotation. The latter implies some choice on the part of the person involved.

> *Few people set out to affront; we simply don't think about the words we use until they are challenged. Therefore, we must know what the alternatives are. Avoid bias by replacing limiting or insensitive habits with positive alternatives.*

In most instances, heterosexuality or homosexuality is a given, not a matter of choice. Currently acceptable words are *gay* for homosexual men and *lesbian* for homosexual women.

Words related to race that are inclusive and sensitive focus on two areas in which we have made great strides toward purging at least our formal, business language of obvious racial slurs.

One area is words that inadvertently imply supremacy.

Nonwhite established white as the norm; instead, refer to people of color or be more specific. *Culturally disadvantaged* impugns one culture in favor of another; instead, talk about particular differences, especially economic (if pertinent).

The second area related to race is that of color words that may be offensive when used insensitively. Although many color words have no original negative connotations, we tend to use them continually in negative ways that draw a relationship.

For example, *black forecast* may be on the tip of your tonque; instead, try *bleak forecast* and avoid reinforcing *black* as negative.

Finally, as defined by the US Vocational Rehabilitation Act of 1973, *disability* and *handicap* don't mean the same thing. A disability is a physical or mental impairment that limits one or more major life activities. A handicap is an impairment that substantially limits several areas of activity.

Word choices in this area are, however, still unsettled; some people reverse the meanings.

Other words are not ambiguous. *Crippled* is sensitively replaced with *impaired* or *disabled. Confined to a wheelchair* is replaced with *wheelchair user. Retarded* or *dull* is replaced with *limited* or *developmentally disadvantaged.*

Stick to What Is Relevant

We tend to say and write more than we should. When we attach irrelevant qualifiers, we may inadvertently reinforce limiting stereotypes.

For example, "The energetic Indian did the job well" implies that being energetic isn't the norm for Native North Americans. "The deaf bookkeeper forgot to make an entry" focuses unfairly on an irrelevant hearing impairment.

Identification by race, sex, or other personal characteristic is seldom relevant, especially in the workplace. Simply say, "The man did the job well" or "The bookkeeper forgot to make an entry."

Similarly, marital status is usually irrelevant outside a social or legal context. It has historically been used against both men and women in employment: "Single men aren't stable employees" or "Married women don't really need to work."

Instead, use first and last name or Ms. (unless you know the woman prefers Miss or Mrs.).

To test for irrelevancy, substitute an opposite or other characteristic. For

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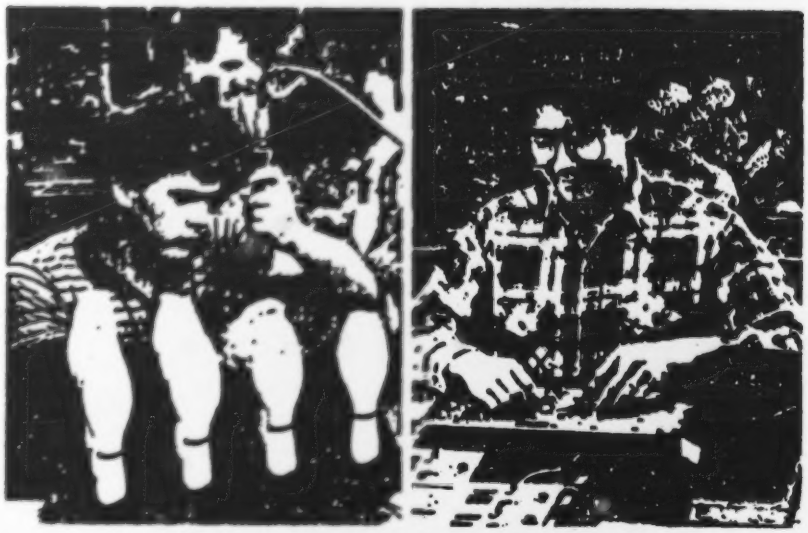

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instance, if you wouldn't say, "Sam is the white clerk in accounting," why say, "Sam is the black clerk..."?

We also get into trouble when we start embroidering what we say and write, especially when we resort to cliches. As Dickens wrote in *David Copperfield*, "Conventional phrases are a sort of fireworks, easily let off, and liable to take a great variety of shapes and colors not at all suggested by their original form."

Cliches are difficult for children and other newcomers to a language to understand because their meanings are so fluid. For example, what does "just like a man" really mean? A dozen people could have a dozen different responses.

Cliches rely on people's falling into nice, neat groupings, which seldom, if ever, happens anymore. All people of Scottish descent are not stingy, all older people are not senile or grandmotherly, all people who are blind aren't necessarily more attentive to sound, and all men are not masculine or all women feminine.

Apply these principles throughout your corporate communication, but particularly as you conduct and document performance appraisals. The guidelines will help you look at employees objectively and make certain your spoken and written statements are free of inadvertent bias.

Also keep them in mind in day-to-day interactions— on and off the job. Using them as guides will make the difficult task of fostering amiable human relations easier.

Finally, if creating an equal-opportunity environment is proving difficult in your organization, consider working on bias-free language as part of staff training. A change in language can be the forerunner of a constructive change in attitude and behavior. ■

Judy E. Pickens is an independent communication consultant. She is editor of Without Bias: A Guidebook for Non-Discriminatory Communication *and author of* The Copy-to-Press Handbook *(both John Wiley and Sons).*

Project on the Status and Education of WOMEN
ASSOCIATION of AMERICAN COLLEGES
1818 R Street N.W. Washington, DC 20009

GENDER COMMUNICATIONS QUIZ*

How much do you know about how men and women communicate with one another? The 20 items in this questionnaire are based on research conducted in classrooms, private homes, businesses, offices, hospitals—the places where people commonly work and socialize. If you think a statement is generally an accurate description of female and male communication patterns, mark it true. If you think it's not an accurate description, mark it false.

	True	False
1. Men talk more than women.	☐	☐
2. Men are more likely to interrupt women than they are to interrupt other men.	☐	☐
3. There are approximately ten times as many sexual terms for males as for females in the English langauge.	☐	☐
4. During conversations, women spend more time gazing at their partner than men do.	☐	☐
5. Nonverbal messages carry more weight than verbal messages.	☐	☐
6. Female managers communicate with more emotional openness and drama than male managers.	☐	☐
7. Men not only control the content of conversations, they also work harder in keeping conversations going.	☐	☐
8. When people hear generic words such as "mankind" and "he," they respond inclusively, indicating that the terms apply to both sexes.	☐	☐
9. Women are more likely to touch others than men are.	☐	☐
10. In classroom communications, male students receive more reprimands and criticism than female students.	☐	☐
11. Women are more likely than men to disclose information on intimate personal concerns.	☐	☐
12. Female speakers are more animated in their conversational style than are male speakers.	☐	☐
13. Women use less personal space than men.	☐	☐
14. When a male speaks, he is listened to more carefully than a female speaker, even when she makes the identical presentation.	☐	☐
15. In general, women speak in a more tentative style than do men.	☐	☐
16. Women are more likely to answer questions that are not addressed to them.	☐	☐
17. There is widespread sex segregation in schools, and it hinders effective classroom communication.	☐	☐
18. Female managers are seen by both male and female subordinates as better communicators than male managers.	☐	☐
19. In classroom communications, teachers are more likely to give verbal praise to females than to male students.		
20. In general, men smile more often than women.		

The Gender Communications Quiz is excerpted from *The Communications Gender Gap* published by the Mid-Atlantic Center for Sex Equity. For further information on the research or to obtain the complete *Communications Gender Gap* contact the Center, 5010 Wisconsin Ave., NW, Suite 308, Washington, DC 20016 (202) 686-3511.

* The quiz was developed by Myra Sadker with the assistance of Joyce Kaser

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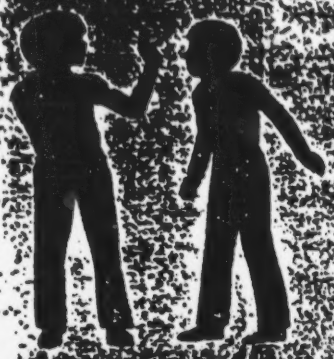

1. True
2. True
3. False
4. True
5. True
6. False
7. False
8. False
9. False
10. True
11. True
12. True
13. True
14. True
15. True
16. False
17. True
18. True
19. False
20. False

Scoring

18 to 20 Correct: Professor Henry Higgins has nothing on you. You are very perceptive about human communication and subtle sex differences and similarities. For you, perhaps the most important question is: Do you act on what you know? Are you able to translate your knowledge into behavior that will enhance communications for yourself and for those around you?

16 to 17 Correct: You're not ready to move into the professor's seat, but you can move to the head of the class. You know a good deal about communications and the gender gap. Continue to watch closely, read about the topic, trust your instincts, and act on your knowledge.

13 to 15 Correct: Like most people, you've picked up some information about how people communicate—but you're missing a lot too. The next time you're in a social situation, step out of the communications flow and watch people closely. Listen to more than words. Watch who talks, how they speak, and how much. Observe those who don't talk at all; silence also carries a message. Look at people's facial expressions, their gestures and how they move about in the space around them. As you know, nonverbal messages can tell you a lot about the conversational gender gap, about power, about who has it and who doesn't.

Fewer than 13 Correct: You've missed more than your fair share of these questions. You also may be missing important verbal and nonverbal cues about your own behavior and how to communicate effectively. Reread this quiz more carefully. Stop, look and listen when you're with a group of people. Analyze the flow of communication. Remember you may miss your personal and professional goal if you also miss key verbal and nonverbal cues about conversational power, politics, and the gender gap.

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Illustration: Stuart Armstrong

THE PROJECT ON THE STATUS AND EDUCATION OF WOMEN OF THE ASSOCIATION OF AMERICAN COLLEGES provides information concerning women in education and works with institutions, government agencies and other associations and programs affecting women in higher education. The Project is funded by Carnegie Corporation of New York and The Ford Foundation. Publication of these materials does not necessarily constitute endorsement by AAC, Carnegie Corporation of New York or The Ford Foundation or any of its sponsoring organizations. A list of all Project publications is available free with a self-addressed mailing label.

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ATTITÚDE SURVEY

INSTRUCTIONS: This survey deals with your attitudes about yourself and about other people.

Listed below are 34 common ideas about women and men. We are interested in knowing your personal way of thinking and feeling about these ideas. You may agree strongly with some of these statements, or disagree just as strongly with others, or perhaps be uncertain about others. Respond to each statement by putting an X in the space which best describes your feelings. There are no right or wrong answers, only your personal opinions.

Strongly Agree	Agree	Disagree	Strongly Disagree	
				1. Men and women should share both the responsibilities and privileges of life equally.
				2. It is appropriate to divide work into "man's work" and "woman's work."
				3. Men and women should be paid equal wages if they are doing the same work.
				4. Men should make the final decisions regarding money, and women should make the final decisions regarding the home.
				5. Women can think as logically as men.
				6. The best guarantee of a good marriage is for the wife to give in to the husband.
				7. It is possible for a woman to combine home and career and do both successfully.
				8. A woman's place is in the home.
				9. A man should be willing to have a woman boss.
				10. A college education is equally important for men and women.
				11. It would be all right for the President of the United States to be a woman.

ATTITUDE SURVEY
(continued)

Strongly Agree	Agree	Disagree	Strongly Disagree	
				12. Raising children should be more a mother's job than a father's.
				13. Usually the husband should provide the money and the wife should do the cooking and housecleaning.
				14. Being married is better than being single.
				15. Married people should have children and raise a family.
				16. In order to run smoothly, a family should have one person who is the household head.
				17. Women should not work once they have children.
				18. Men should always pay for dates.
				19. Keeping the family car in good shape is the man's job, not the woman's.
				20. A woman should ask a man out for a date if she wants to.
				21. Women should never disagree with men.
				22. Parents should set definite dating curfews for their sons.
				23. Women who want to have a full-time career should not plan to raise children.
				24. A man should expect to be able to go to more places and have more freedom of action than a woman.
				25. A woman should always wait for the man to make the first move in courtship.
				26. A woman should take her husband's last name.
				27. Most women need male protection and guidance.
				28. A father should spend just as much time taking care of the children as a mother does.

ATTITUDE SURVEY
(continued)

Strongly Agree	Agree	Disagree	Strongly Disagree	
				29. Sons in a family should be given more encouragement to go to college than daughters.
				30. Parents should set definite dating curfews for their daughters.
				31. Women should be able to work even though they may have children.
				32. Women cannot think as logically as men.
				33. Most women could be self-supporting without the help of a man.
				34. Women should be free to disagree with men.